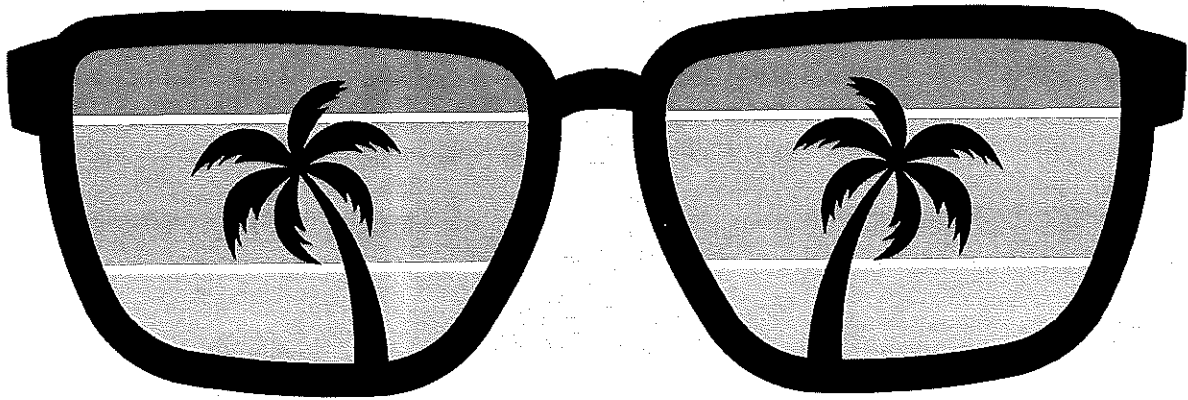




2026 SUMMER LEARNING PACKET



**RIISING 2ND GRADE
ELA PACKET
NAME**

Parents, we are so excited to have your student join us at Downtown Optional Elementary School for the 2026-27 school year. As you may know, second grade is a very important year as students continue to learn the foundational skills that directly shape their learning and achievement. While summer is a wonderful time to relax and enjoy some fun, it is very important that students continue learning. The summer packet attached provides resources and activities to maintain students' learning from kindergarten. As a note, it is always best to spend at least 20 minutes a day reading with and to your student. We have included texts for you to read to your student as well as decodable texts for them to read themselves. We have also included the lists of the first 200 high-frequency words for students to practice reading. Again, we can't wait to meet you all in August. Enjoy your summer! This packet is due on Friday, August 7, 2026 to receive extra credit during the first nine week grading period.

Sincerely,

Downtown Optional Elementary School Second Grade Team

Rising Second Grade Summer Packet Reading Instructions

1. This packet has 6 sections for reading, and it is recommended that students work on one section of reading each week during the summer. It is **NOT** recommended to complete this packet immediately following school dismissal nor the night before the packet is due. Student learning is most effective if the packet is worked on throughout the summer at a steady pace.
2. Concepts will be reviewed and discussed during the first week of school. The high-frequency word lists will include some words your student has already learned and some that will be new. Begin by having your student read the lists and note which words your student has not learned yet. Then begin practicing those words a few at a time. Continue to review words they already know throughout the summer.
3. Students will receive both a participation grade and an assessment grade, based on the packet completion.

4. After completing a section, rate your understanding of each week's topic by circling the image in the chart below.

- **Smiley face** – You understand ALL the concepts for that week and would be able to teach it to another student.
- **Neutral face** – You understand the concepts for the most part.
- **Confused face** – You do not understand these concepts and need help reviewing.

WEEK	READING TOPIC	MY RATING
1	• Fun at the Farm • Beginning Blends • My Monster • High-Frequency Words	  
2	• Polly Want a Cracker? • Short & Long Vowel Review • Analyzing characters • High-Frequency Words	  
3	• Comprehension • Synonyms & Antonyms • Choose the end mark • High-Frequency Words	  
4	• Shell Shopping • Toes • Verbs • High-Frequency Words	  
5	• Silly for Seuss • Diphthongs • Birthdays • High-Frequency Words	  
6	• A Fable • Feathers • Synonyms • Mixed Up Margie • High-Frequency Words	  

Dear Incoming Second Grade Parents,

Welcome to second grade! We are so excited to meet your child and get to know him/her better.

The best way to help prepare your child for second grade is by having them read every day. Allowing them to choose the books will inspire them to read more. Don't become concerned over reading levels. In Elementary school, each child is developing at their own pace. The more they read, the more their reading skills will improve.

In an effort to make summer reading more enjoyable, we have created a *Summer Reading Bucket List*. **Your child can read as little or as much as he/she would like.** We encourage you to ask your child questions about the story using Bloom Taxonomy Questions in the packet. Please have your child check off the books they read on the list.

Please have your child bring this back to school during the first week to share with their classmates and receive special recognition.



Have a wonderful summer,

Ms. Barrett and Mrs. Bandele

Entering 2nd Grade: Suggested Summer Reading List

Great books for you to read to your child or for your child to read to you!

Fly Away Home, A Day's Work, and others by Eve Bunting

Olivia by Ian Falconer

Sharks, Dogs, How a House is Built, and others by Gail Gibbons

Sheila Rae the Brave, Chester's Way, and others by Kevin Henkes

Whistle for Willie and others by Ezra Jack Keats

The Pigeon books by Mo Willems

Scaredy Squirrel by Melanie Watt

The Napping House and others by Audrey and Don Wood

Easy Chapter Books

Frog and Toad by Arnold Lobel

Little Bear by Else Holmelund Minarik

Amelia Bedelia by Peggy Parish

Fly Guy by Tedd Arnold

Henry and Mudge and Mr. Putter & Tabby and Poppleton by Cynthia Rylant

Chapter Books

Flat Stanley series by Jeff Brown

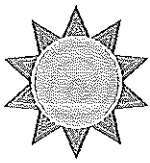
Horrible Harry by Suzy Kline

Magic Tree House series by Mary Pope Osborne

Junie B. Jones series by Barbara Park

Nate the Great series by Marjorie Weinman Sharmat

Diary of a Wimpy Kid series by Jeff Kinney



Fun at the Farm



Story events that can really happen are **real**. Story events that are make-believe are **fantasy**.

Read each sentence below. If it could be real, color the picture. If it is make-believe, put an X on the picture.



Dairy cows give milk.



The farmer planted pizza and hamburgers.



The pig said, "Let's go to the dance tonight!"



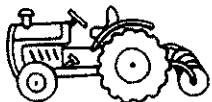
The mouse ate the dinner table.



The hay was stacked in the barn.



The newborn calf walked with wobbly legs.



The green tractor ran out of gas.



Two crickets sang "Mary Had a Little Lamb."



The goat and the sheep got married by the big tree.



Rain made the roads muddy.



Four little ducks swam in the pond.



The farmer's family ate a pie.



On another sheet of paper, write one make-believe sentence about the farmer's house and one real sentence about it.

Name _____ Date _____

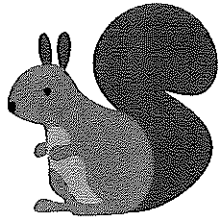
Beginning Blends #3

Fill in the blanks with the correct consonant blend using the word bank below. The first one has been done for you.

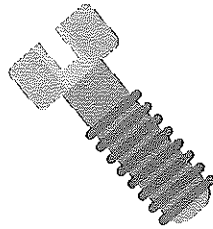
shr	thr	scr	str	spr
scr	spl	str	squ	thr

3

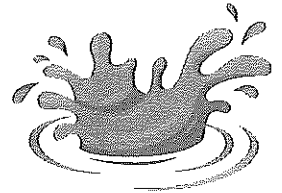
___ee



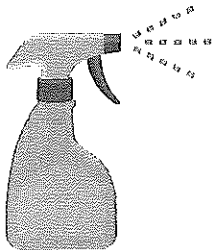
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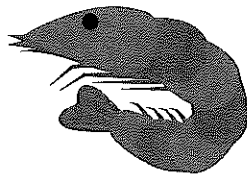
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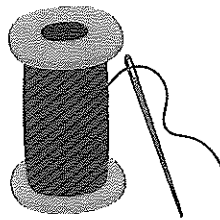
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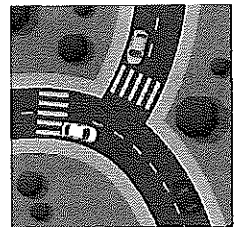
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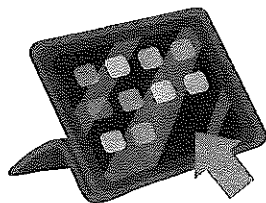
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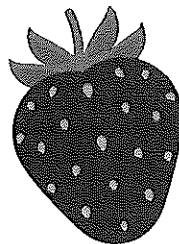
___ead



___eet



___een



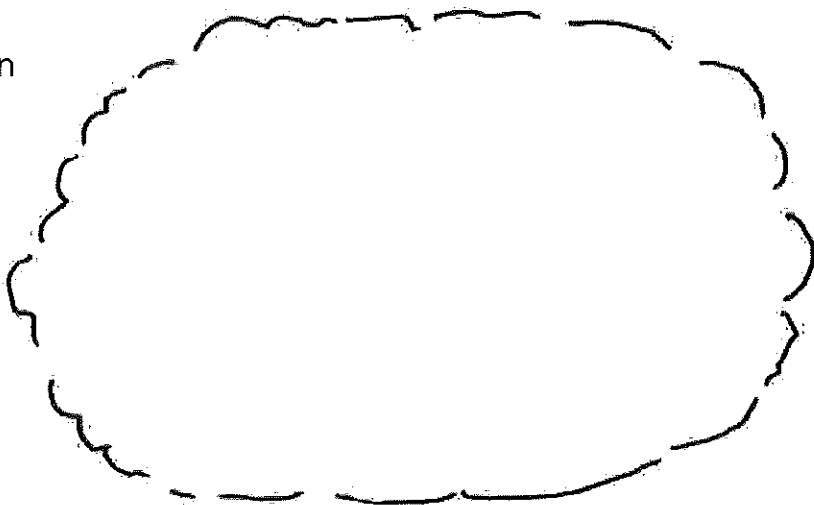
___awberry

Name _____ Date _____

Read the story. Then answer the questions.

My Monster

I saw a scary monster who lived in a cave. He had shaggy fur and a long, striped tail. He had big, pointy teeth. His three horns looked like arrows. One of his feet was bigger than the other three. "Wake up! Time for breakfast," called Mom. Oh, good! It was only a dream.



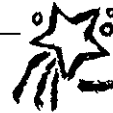
1. How can you tell the monster is not real?

2. Who do you think might be telling this story?

3. What did Mom do that caused the story to change?

4. Draw your own picture of the monster above.





Polly Want a Cracker?

Have you ever heard a parrot talk? Parrots are able to copy sounds that they hear. You can train a parrot to repeat words, songs, and whistles. But a parrot cannot say words that it has never heard. People can use words to make new sentences, but most parrots cannot.

Read each sentence. If it is true, color the parrot under True. If it is false, color the parrot under False.

1. You could teach a parrot to sing "Happy Birthday."
2. You could ask a parrot any question, and it could give the answer.
3. A parrot could make up a fairy tale.
4. If a parrot heard your mom say, "Brush your teeth," every night, he could learn to say it, too.
5. It is possible for a parrot to repeat words in Spanish.

True

False



Write what would happen if a parrot heard you say, "No, I can't" too often.

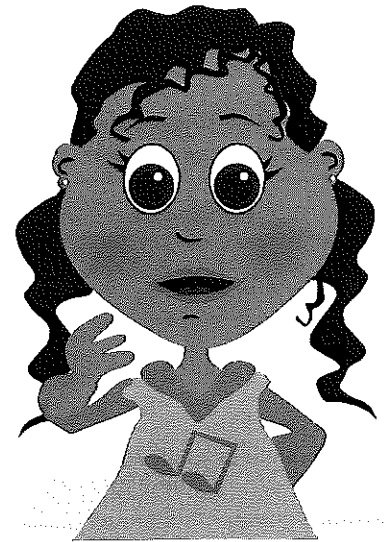
Short and Long Vowel Review

With Gabriella Grammar

Hi! I'm Gabriella Grammar. Let's learn about short and long vowels together. When a vowel sounds like its name, it's a long vowel. If a vowel does not sound like its name, it's a short vowel. Let's look at some examples:

The word "rate" has a long "a" sound.

The word "that" has a short "a" sound.



Even though both words contain the letter "a," they sound very different. Say the words out loud to hear the difference between long and short "a" vowels.

1) bake ☐ a) short
☐ b) long

2) let ☐ a) short
☐ b) long

3) long ☐ a) short
☐ b) long

4) miss ☐ a) short
☐ b) long

5) cat ☐ a) short
☐ b) long

6) bed ☐ a) short
☐ b) long

7) he ☐ a) short
☐ b) long

8) up ☐ a) short
☐ b) long

9) home ☐ a) short
☐ b) long

10) ride ☐ a) short
☐ b) long

11) rain ☐ a) short
☐ b) long

12) use ☐ a) short
☐ b) long

13) stand ☐ a) short
☐ b) long

14) throw ☐ a) short
☐ b) long

15) fall ☐ a) short
☐ b) long



Miss Ticklefoot

I love Miss Ticklefoot. She is my first-grade teacher.

To find out more about her, read each sentence below. Write a word in each blank that tells how she feels. The Word Box will help you.

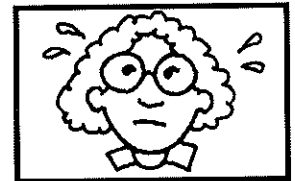
Word Box

sad scared silly worried happy surprised

- 1. Miss Ticklefoot smiles when we know the answers.**



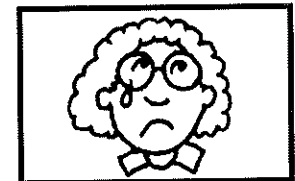
- 2. She is concerned when one of us is sick.**



- 3. She makes funny faces at us during recess.**



- 4. She cried when our fish died.**

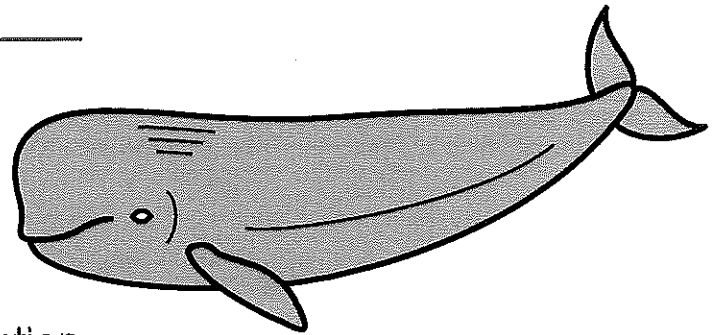
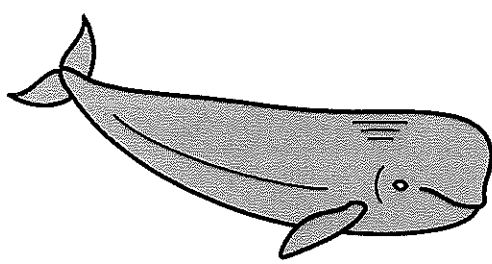
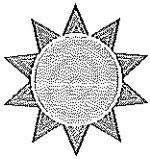


- 5. She jumps when the fire alarm rings.**



- 6. Her mouth dropped open when we gave her a present!**



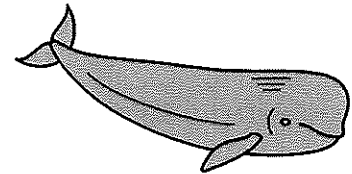


Read the text. Then answer each question.
Fill in the bubble next to the best answer.

A whale is a very big animal. Whales live in the sea. Some whales swim with each other. They travel in large groups, called pods. They swim around, looking for food.

Whales feed on sea life. Some whales eat plants. Other whales have teeth and can eat seals and small fish.

Whales must stay wet all the time. However, they also must come to the top of the sea to breathe. When a whale leaps out of the water to catch a breath of air, it is an amazing sight.



1. What are pods?
 - ☐ whale food
 - ☐ groups of whales
 - ☐ sea animals
2. What is a good title (name) for this text?
 - ☐ The Sea
 - ☐ Fish
 - ☐ Whales
3. What must all whales do?
 - ☐ eat seals and fish
 - ☐ spend time on land
 - ☐ stay wet
4. Why do whales sometimes jump out of the water?
 - ☐ to warm up
 - ☐ to get air
 - ☐ to catch fish

Name: _____

Date: _____

Practice Test: Synonyms and Antonyms

Directions: Say the words at the beginning of each row.
Circle the word that has the **same** meaning.

1. make	jump	loud	build	nail
2. big	little	pickle	elephant	large
3. yell	shout	tell	brother	whisper
4. car	bike	auto	truck	bear
5. over	right	under	above	see

Directions: Say the words at the beginning of each row.
Circle the word that has the **opposite** meaning.

1. up	little	down	over	ugly
2. small	huge	boy	tiny	rock
3. long	short	big	under	left
4. morning	day	evening	star	girl
5. hot	up	warm	mug	cold

Name _____ Date _____

Choose the End Mark

Read each sentence. Circle what type of sentence it is.
Rewrite the sentence with the correct end mark.



Original Sentence	Type	New Sentence
The cat sleeps on its bed	question statement	The cat sleeps on its bed.
What is your name	question exclamation	_____
That was a big jump	exclamation question	_____
I like to play outside	statement question	_____
Where is my backpack	statement question	_____
That puppy is so cute	exclamation question	_____
We are going to the park	question statement	_____
Do you want some juice	question exclamation	_____

Name _____ Date _____

Read the texts. Then answer the questions.

Shell Shopping

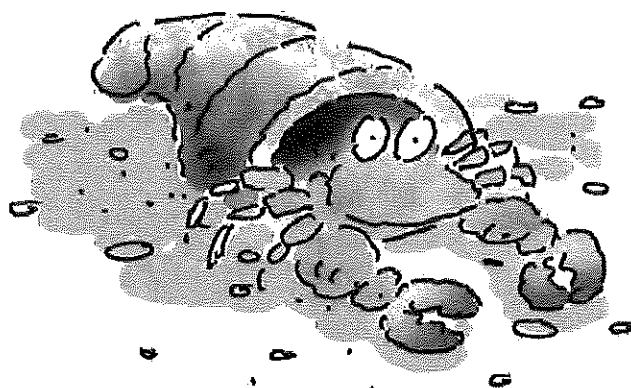
by Maria Fleming

I went shopping for a shell,
a cozy cave to call my own—
a nice safe space that would replace
the smaller home I had outgrown.

First I found...

one too heavy, one too tight,
one that didn't look quite right
one too twisty, one too wide,
one with someone else inside.

And then—perfection!—
a shell just right for my protection
from sneaky gulls who'd like to grab
a tasty lunch of hermit crab.



Home in a Shell

by Mary Rose

A hermit crab crawls into an empty
shell. It makes a good home for the
crab. It is safe inside. What happens
when the crab grows too big for the
shell? It crawls inside a BIGGER shell.

1. How are these two texts the same?

2. How are these two texts different?

3. What problem does the hermit crab have in both texts?

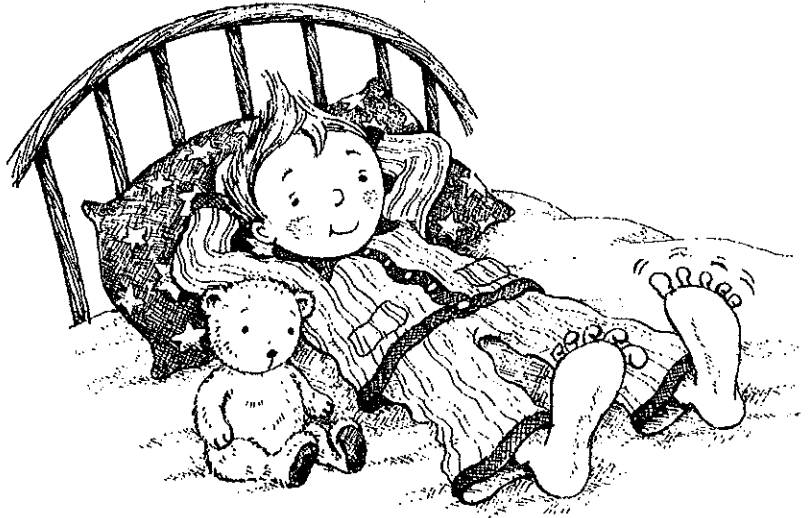
Name _____ Date _____

Read the poem. Then answer the questions.

Toes by Mary Rose

Toes

Scrunched tightly in socks
And snuggled in warm boots
And sweaty in tennis shoes
And wiggly in winter slippers
And dry in rain boots
And cozy in snow boots
And crammed in dress shoes
Toes—finally
Are happy to be free
And giggling
In the soft spring grass.



1. Write five words that tell how toes might feel.

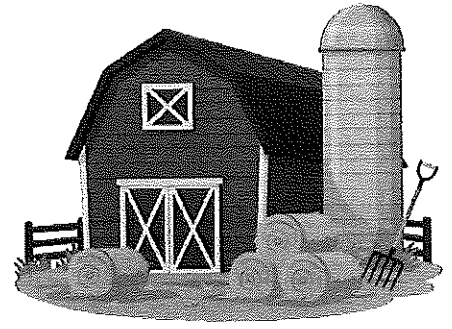
_____	_____
_____	_____
_____	_____

2. Why are the toes giggling?

3. What would be another name for this poem?

4. Write your own line about how toes might feel in a certain place.

Find the Verbs: On the Farm



A **verb** tells what a person, animal, or thing does.

Read each sentence. Then, circle the verb.

1. Farmer Ben walks to the barn.

walks

barn

2. The hens lay eggs.

lay

eggs

3. The cats chase the mice.

cats

chase

4. The cows eat grass.

cows

eat

5. The horses run to the fence.

run

to

6. The pigs play in the mud.

pigs

play

7. Farmer Ben drives a truck.

drives

truck

8. Small ducks swim in the pond.

small

swim

9. The barn doors swing open.

doors

swing

10. Two rabbits dig holes.

two

dig

11. The goats sleep in the barn.

sleep

barn

12. Farmer Ben's dog barks loudly.

barks

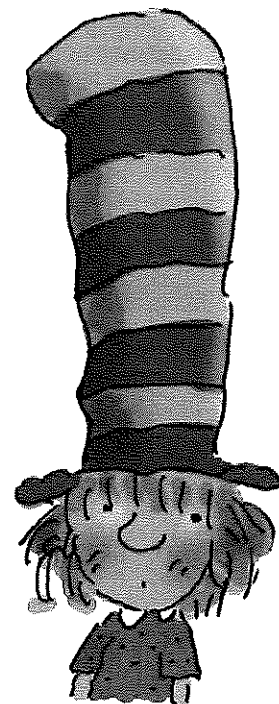
loudly

Name _____ Date _____

Read the paragraph. Then answer the questions.

Silly for Seuss

On March 2, kids put on silly hats.
They read silly books. Why?
It is Dr. Seuss's birthday! Dr. Seuss wrote
The Cat in the Hat, *Green Eggs and Ham*,
and many other books.
He drew most of the pictures, too.
How did he write such silly stories?
He put on funny hats to help him
get in a silly mood.



1. When is Dr. Seuss's birthday?

2. What is one of the books the paragraph says Dr. Seuss wrote?

3. Who drew the pictures in the Dr. Seuss books?

4. How did Dr. Seuss get in the mood to write silly stories?

Diphthongs

When the letters **e** and **w** are next to each other in a word, they form the **long U** sound that you hear in **flew** and **stew**.

Circle the best word to complete each sentence.

- | | | |
|---|--------|-------|
| 1. There are a _____ lights on. | blew | few |
| 2. My brother _____ the ball to me. | threw | pew |
| 3. I love to _____ bubble gum. | new | chew |
| 4. Sam _____ it was my birthday. | mew | knew |
| 5. The storm _____ my house down. | blew | hew |
| 6. The birds _____ south for the winter. | flew | news |
| 7. My glass has _____ on the outside. | dew | stew |
| 8. I bought a hammer and five _____. | screws | few |
| 9. Lisa loves diamonds and _____. | jewels | pews |
| 10. The _____ reported a robbery. | news | chews |
| 11. Phil bought a brand _____ car. | new | few |
| 12. It's time to _____ my subscription. | renew | new |
| 13. My mom made _____ for dinner. | dew | stew |
| 14. The plant _____ to be five feet tall. | grew | hew |
| 15. I _____ a picture of a dog. | blew | drew |

Name _____

Date _____

Read the stories. Then answer the questions.

BIRTHDAYS

Turning 7 by Mary Rose

Jody woke up and knew it was a special day. She was turning 7! She ran downstairs. But no one was there. There was no cake. There were no presents.

Jody walked out on the back porch. "Happy Birthday" shouted her family. They had a special birthday breakfast. There was cake and lots of presents. It was a great way to turn seven!

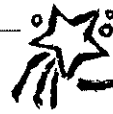


A Surprise Party for Joe by Mary Rose

Joe wanted to have his 8th birthday party in his back yard. His dad rented a bounce house. His mother invited Joe's baseball team. His sister decorated a birthday cake. At the party Joe saw a large box from his family. A golden puppy jumped out! Now that was a real surprise for Joe!

1. Tell three ways these stories are the same.

2. Tell three ways these stories are different.



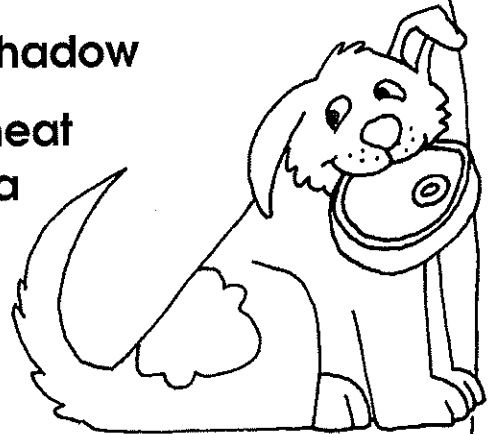
A Fable



A fable is a story that teaches a lesson. This fable was written many, many years ago.

The Dog and His Shadow

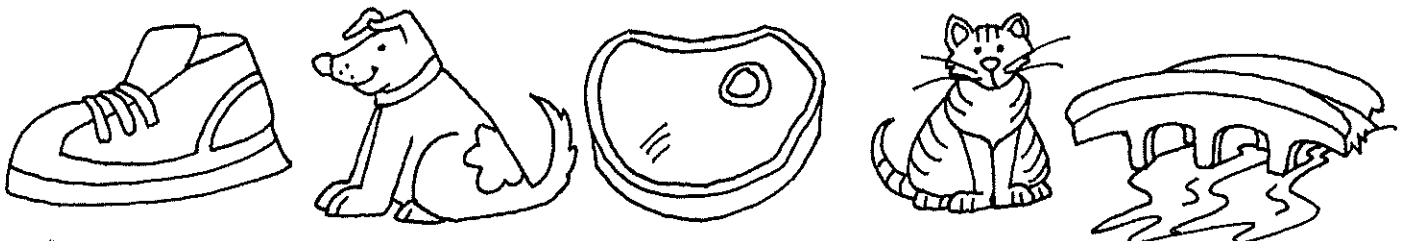
A dog carried a piece of meat in his mouth. He crossed over a river on a low bridge. He looked down into the water and saw his reflection. It looked like another dog with a piece of meat larger than his. The dog snapped at the other dog's meat. When he did, his own meat dropped into the water. Now the dog didn't have any meat at all.



Draw a box around the lesson that the story teaches:

1. Two dogs are better than one.
2. Don't be greedy. Be happy with what you have.

Color only the pictures of things that you read about in the story:



Write a complete sentence telling what the dog should have done.